

Disability Mainstreaming Policy

DECEMBER, 2021

DISABILITY MAINSTREAMING POLICY

Version	1.0
Short description	Disability Mainstreaming Policy
Relevant to	University Staff and Students
Approved by	University Council
Responsible Officer	Vice-Chancellor
Responsible office	Deputy Vice-Chancellor (ASA) and Deputy Vice-Chancellor A&F
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The related University Documents	University of Eldoret Charter, University of Eldoret Statutes, ISO 9001:2015 Quality Manual (2018), Code of Conduct and Ethics Policy (2014), Human Resource Policy and Procedures Manual (2018)
Related legislation	Public Officer Ethics Act (2003, 2009), University Act No. 42 of 2012 Revised Edition 2016 (2015), Commission for University Education Standards and Guidelines (2014)
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Approval

The University of Eldoret is committed to providing access to and reasonable accommodations for its programs/courses and work environment for students and staff defined as having a disability.

Disability Mainstreaming is variously understood to entail mainstreaming equal opportunities, equal treatment, disability perspectives and diversity. The Disability Mainstreaming Policy is aimed at promoting equal opportunities for students and staff with disabilities. The purpose, therefore, of this policy is to promote, protect and ensure full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities in the institution.

In formulating the Disability Mainstreaming Policy, let us remember that equal participation requires not only dismantling barriers but creating opportunities for the full realization of individual potential. Societies that neglect the integration of persons with disabilities deprive themselves of the valuable contributions such individuals make.

My special thanks go to all those who put in their time, effort and skills to develop this Policy.

By virtue of the authority vested in me as the Chairman of Council of the University of Eldoret and in reference to the approval granted by Council on 9th December, 2021, I hereby sign this Disability Mainstreaming Policy this 9th Day of December, 2021.

Dr. Ismail Buro Hassan

CHAIRMAN OF COUNCIL

Foreword

The University of Eldoret is committed to the full realization of equity and equality as a basic human right as re-affirmed in the Constitution of Kenya (2010). Article 54(b) gives specific rights to Persons with Disabilities to access educational institutions and facilities that are integrated into society and are compatible with the interests of the individuals.

Disability Mainstreaming Policy framework resulted from wide consultation in the University and represents a consensus of its members on the provision of conducive education and work environment for students and staff with disabilities. It addresses some of the critical issues which determine the provision of quality and relevant services for students and staff with disabilities. The policy recognizes the fact that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms.

Successful implementation of this policy framework is expected to improve the quality and access to services provided to students and staff with disabilities at the University of Eldoret. It also addresses issues of equity and improvement of learning and the work environment. The provisions according to this framework will be guided by the underlying principle of inclusiveness, non-discrimination, individuality and active participation by all in University activities.

VICE-CHANCELLOR
University of Eldoret
Akenga

Professor Teresa A.O. Akenga, PhD UNSW (Australia), MSc, B.Ed (KU), MRSC, MBS.
VICE-CHANCELLOR

Executive Summary

The University of Eldoret strives to offer quality higher education and training to its students in an environment that fosters continuous improvement of service delivery. The Disability Mainstreaming Policy provides a framework, criteria, and guidelines through which staff and students with disabilities are treatable equitably. Currently there are 14 members of staff with disability, 10 men and 4 women. The population of students with various types of disabilities is 45 as at 1st October 2021. The University Disability Policy further provides a framework for identifying and removing any structural, organizational, physical and attitudinal barriers that may hinder the realization of persons with disabilities' full potential. This policy will be implemented in compliance with existing statutory and institutional provisions including the Public Officer Ethics Act (2009, 2003), the Universities Act (2012), CUE Standards and guidelines (2014), University of Eldoret Statutes (2013), the Code of Conduct and Ethics Policy (2014) and the Human Resource Policy and Procedures Manual (2018).

Abbreviations and Acronyms

CBO	-	Community Based Organizations
CBR	-	Community Based Rehabilitation
DA	-	Disability ACT
DMC	-	Disability Mainstreaming Committee
DPOs	-	Disabled Persons Organizations
EWDs	-	Employee with Disabilities
GOK	-	Government of Kenya
HIV	-	Human Immunodeficiency Virus
NCPWD	-	National Council for Persons with Disabilities
NGO	-	Non-Governmental Organizations
PWDs	-	Persons with Disabilities
UNCRPD	-	United Nations Convention on the Rights of Persons with Disabilities
WHO	-	World Health Organization
SWD	-	Student with disabilities

Definition of Terms

Accessibility: This concept ensures any space, building, product, service or information be designed to be available, usable, understandable and comfortable for all people thus optimizing access, freedom of communication and movement of people with disability. An accessible environment allows for free and safe movement, function and access for all, regardless of age, sex or condition. It is a space or a set of services that can be accessed by all, without obstacles, with dignity and with as much autonomy as possible.

Act – means the Persons with Disability ACT 2003.

Disability medical Assessment – It is a method of confirming disability and gathering information to ascertain the needs and the required services for staff /student with disabilities.

Assistive devices – The term will refer to the implements and tools provided to persons with disabilities to assist them in education, employment or any other activities. It can include the tools of qualified interpreters for the deaf and qualified teachers for the blind.

Disability –includes any physical, sensory, mental, and psychological or other impairment, condition or illness that has, or is perceived by significant sectors of the community to have, a substantial or long term effect on an individual's ability to carry out ordinary day-to-day activities.

Discrimination – Any direct or indirect distinction exclusion or restriction based on disability which has the purpose or effect of impairing, nullifying the recognition, enjoyment or exercise, on an equal basis with others. It is the denial of any human rights or fundamental freedom in the political, economic, socio-cultural, and civil or any other field, and, includes the use of words, gestures or caricatures that demean, scandalize or embarrass a person with a disability in which case. Indirect discrimination means neutral situations, regulations, policies or practices, which result in unequal treatment of persons with disabilities.

Disability Mainstreaming Disability mainstreaming is a strategy for making the concerns and experiences of persons with a disability an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that persons with disability benefit equally.

A person with a disability – means a person registered with the NCPWD as a person with a disability and includes any physical, sensory, mental, psychological or other impairment, condition or illness that has, or is perceived by significant sectors of the community to have, a substantial or long term effect on an individual's ability to carry out ordinary day-to-day activities.

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SECTION ONE

1.0 INTRODUCTION

1.1 Background

The University of Eldoret (UoE) is located 10 km from Eldoret town along the Eldoret-Ziwa -Kitale road. The large track of agricultural land makes it ideal for the realization of its mandate as a University of Science, Agriculture and Technological innovations. UoE was founded in 1946 by the white settlers as a Large-Scale Farmers Training Centre. In 1984, it was converted to a teachers' training college and renamed Moi Teachers' Training College to offer a Diploma in Education. Due to the double intake crisis, the College was taken over by Moi University in 1990 as a Campus and renamed Chepkoilel Campus offering life, basic and applied science programs. In August 2010, through Legal Notice No. 125 of 13 August 2010 the Campus was upgraded into a University College with the name Chepkoilel University College, a Constituent College of Moi University. Upon the award of Charter by the President of the Republic of Kenya on 11th February 2013, the University College was renamed University of Eldoret and has since established a Town Campus in Eldoret Town, housed in the MUSCO building and a Liaison Office in Nairobi housed on the 12th Floor of Pension Towers.

Since the acquisition of the Charter, the University has graduated 21,369 students and the student population currently stands at 18,425. The University has been developing market-driven courses as it strives to be the University of choice. The number of staff has since grown by 66% and the number of Schools increased from seven (7) to nine (9). These include the Schools of Science, Engineering, Agriculture and Biotechnology, Natural Resource Management, Education, Business and Management Sciences, Economics, Environmental Studies and Human Resource Development. The University also has eight Directorates that support service delivery. These are the Directorates of Information & Communication Technology, Strategic Planning and Performance Contracting, Resource Mobilization, Industrial Linkages, Partnerships and Collaborations, Research & Innovation, Quality Assurance, and the Board of Postgraduate Studies.

The University is endowed with modern facilities that support quality learning, research, and outreach programs. These include a well-equipped library, lecture halls and theatres, laboratories, workshops, a fully mechanized dairy unit, and agricultural land. To enhance security, the University has installed several security features which include a perimeter fence, modern gates, floodlights, and surveillance cameras (CCTV). In September 2015, the University was granted ISO 9001:2015 certification by the Kenya Bureau of Standards.

To keep abreast with what is going on in the Higher Education sector regionally and internationally, to network with Universities in Africa and outside the region and to maintain education standards that are comparable internationally, the University of Eldoret is an affiliate member of the Association of African Universities (AAU) and the Inter-University Council for East Africa (IUCEA). The University is also affiliated to the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) and the Federation of Kenya Employers (FKE).

1.2 Institutional Values

1.2.1 Vision

A premier University that nurtures global leaders and innovators.

1.2.2 Mission

To provide quality education, training, research, and consultancy in Science, Agriculture and Technology to meet the needs and aspirations of a dynamic society.

1.2.3 Core Values

At University of Eldoret, we are committed to living our core values that influence our actions and practices. These values form the basis for leadership and management practices and guide the behaviour of all our staff. The University's core values include the following and embrace all critical areas of our operations:

- **Integrity**
- **Innovativeness**
- **Customer satisfaction**
- **Competitiveness**
- **Equity**
- **Responsiveness**
- **Inclusivity**

1.3 Mandate

The Mandate of University of Eldoret is enshrined in its **Charter awarded in 2013**. The mandate of the University shall be to: (a) Provide directly, or in collaboration with other institutions of higher learning, facilities for quality training, research and innovation in

agriculture, engineering, technology, enterprise development, health sciences, social sciences and other applied sciences, and integration of teaching, research and effective application of knowledge and skills to life, work and welfare of citizens of Kenya; b) Promote technological innovation as well as discovery, preservation, transmission and enhancement of knowledge and to stimulate the intellectual life in the economic, social, cultural, scientific and technological development; (c) Play an effective role in the development of science, technology, engineering, agriculture and natural resource management in conjunction with the industry and to provide extension services so as to contribute to the social and economic development of Kenya;. (d) Develop market driven programmes of study including those that culminate with degrees, diplomas and certificates. The **functions** of the University are listed in Part II (6) of the University Charter.

1.4 Philosophy

The University believes that every student can learn and succeed. That the willingness to learn is a choice made in a supportive environment. In such an environment the students intensely engage in critical thinking and theory so that they learn how to think and apply theoretical knowledge. The ability to teach and research is a skill to be acquired and nurtured.

The University is focused on its core mission of nurturing, teaching and learning of the right kind of education, raising the right kind of leaders, promoting the right kind of values and graduating the right kind of students to bring about the right kind of changes that this country needs.

1.5 Legal Framework

Towards the end of the 1960s, organizations of persons with disabilities in some countries started to formulate a new concept of disability. The new concept highlighted the close connection between the limitations experienced by individuals with disabilities, the design and structure of their environments and the attitude of the general population. The issues of disability in developing countries were more highlighted and in some countries, the percentage of the population with disabilities was estimated to be very high and, for the most part, persons with disabilities were extremely poor.

Moreover, the rights of persons with disabilities have been a subject of much attention in the United Nations (UN) and other international organizations for a long time. As a

result, The Standard Rules on The Equalization of Opportunities for Persons with Disabilities have been developed based on the experiences gained during the UN's Decade of Disabled Persons (1983 - 1992). Other international instruments of inclusion that have since been crafted include the following: The International Bill of Human Rights (IBHR) which comprise the Universal Declaration of Human Rights (UDHR); the International Convention on Economic, Social and Cultural Rights (ICESCR); the International Convention on Civil and Political Rights (ICCPR); the Convention on the Rights of the Child (CRC); the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), and the World Programme of Action Concerning Disabled Persons (WPACDP).

As a UN member state, Kenya has done a lot towards the integration of its entire citizenry including the ratification of the UNCRPD on 28th March 2007. The Standard Rules on the Equalization of Opportunities for Persons with disabilities have merged into national legislations among which is the Persons with Disabilities Act (2003) that aims at ensuring that persons with disabilities are mainstreamed in all aspects of socio-cultural, economic and political development.

The National Disability Policy is a step in the Government's commitment to providing services and protection to persons with disabilities while according to them an environment conducive for the enjoyment of their freedoms, liberties and pursuit of happiness. The Kenya Special Needs Education [SNE] policy (2009) has also emphasized the need for equitable access to education for persons with disabilities at all levels. The Kenyan Constitution 2010, which is the supreme Law of the Land under chapter 4:54, specifies the rights of PWDs. The inclusion of disability mainstreaming as a criterion in the Performance Contracting guidelines since the 2009/2010 financial year has positively enhanced the rights of persons with disabilities in the public sector.

In consideration of legislation and policies cited above, the University is committed to offering education and employment opportunities to all qualified persons, whenever possible irrespective of disability.

1.6 Status of disability mainstreaming in University of Eldoret

Disability mainstreaming is a method of promoting inclusion and addressing barriers that exclude persons with disabilities from full and equal participation in society. The University has put in place a disability mainstreaming committee. Besides, the university recognizes that disability mainstreaming is an important strategy in attaining its vision and mission hence this policy.

1.7 Rationale

Persons with disabilities are subject to multiple and serious forms of discrimination, which need to be addressed. The organizations of persons with disabilities have been agitating for a change of attitudes and a shift in the manner in which society views disability.

Acknowledging that disability mainstreaming plays a crucial role in the change of perception of persons with disabilities, the general public and mobilizing resources to ensure that persons with disabilities enjoy improved working and studying at the university, University of Eldoret shall be committed to enhancing the evolving capacities of persons with disabilities and respect for their rights.

Recognizing the need to integrate persons with disabilities in all aspects of the University; it must put measures in place to adapt to global trends. This policy is an effort to align disability concerns in the university with national legislation and international instruments like SDGs, SNE, United Nations Convention on Rights of Persons with Disability (UNCRPD), Persons with Disabilities Act 2003, Kenya's Vision 2030 and the Constitution of Kenya 2010.

1.8 Goal

This policy provides practical parameters for mainstreaming disability and making other relevant decisions in the university.

1.9 Policy Statement

The policy aims to promote a safe and accessible study and work environment conducive to the needs of students and employees with disabilities at the university.

1.10 Objectives

The objectives of this policy are to:

- a) Promote a safe, accessible, healthy work and study environment conducive to the needs of employees and students with disabilities.
- b) Allocate adequate resources for the disability mainstreaming programme in the annual budget.
- c) Carry out regular accessibility audits to ascertain compliance.
- d) Ensure at least 5% of employment of staff with disabilities.
- e) Maximize the contributions of staff with disabilities.
- f) Facilitate employees and students with disabilities access facilities and services in the university.
- g) Ensure that the needs of staff and students with disabilities are catered for in the discharge of human resource functions and management in the work place.
- h) Create a clear framework for decision making and action on disability.
- i) Ensure clear guidelines and principles on disability mainstreaming are followed in the university.

1.11 Scope

University of Eldoret's disability mainstreaming policy applies to the University council, senate, Senior Management, staff, student leadership and relevant stakeholders. It should influence ethics, policies, programmes, projects and laws related to the university.

SECTION TWO

POLICY PROVISIONS

2.1 Introduction

The consultative stages in preparing this policy identified the target areas as dealt with in this chapter. The policy provisions discussed in this chapter will be interpreted to mean thematic areas of intervention covered by this policy.

- 1) Participation and Performance
- 2) Assistive Devices and services
- 3) Communication and ICT
- 4) Governance and Management
- 5) Equity and Non-Discrimination
- 6) Work Environment
- 7) Sexual Exploitation
- 8) Disability Responsive Health Services and HIV/ AIDS
- 9) Employment

2.2 Participation and Performance

Persons with disabilities are unable to access services due to social and environmental barriers within and outside the university. Such barriers include negative attitude and inaccessible environments. An inclusive service approach is instrumental in addressing these barriers.

2.2.1 Strategies

- (i) To ensure that adverts for recruitment and admission are accessible to all including persons with disability through print and electronic media;
- (ii) To provide assistive devices, appliances and equipment to staff and students with disabilities;

- (iii) To recognize and reward staff and students with disabilities who relatively excel in their performance; and
- (iv) To develop disability responsive guidelines on recruitment, return to work formulae, job retention, and career advancement.

2.3 Assistive Devices and services

Current estimates indicate that more than 4,000 assistive technologies have been designed to cater to the various disabilities of world populations. These assistive devices help people with disabilities to integrate into general populations and carry on the activities of daily life. It is hoped that the performance of staff and students with disabilities will be enhanced through the provision of adaptive equipment and appropriate technology.

2.3.1 Strategies

- (i) Lobby for budgetary allocation for procurement of assistive devices and services.
- (ii) Link with service providers that produce and provide assistive devices for persons with disabilities.
- (iii) Facilitate training of staff and students on the use and care of assistive devices

2.4 Communication and ICT

Communication is central to the successful integration of all members of society.

The ICTs - combined with proper methodologies can offer individuals the ability to compensate for physical or functional limitations, thus allowing them to enhance their social and economic integration in communities by enlarging the scope of activities available to them. University must take necessary steps to mainstream disability in the workplace through communication strategies.

2.4.1 Strategies

To encourage the use of appropriate media of communication such as Braille, sign language, alternative and augmentative communication;

- (i) To train staff on relevant modes of communication;
- (ii) To procure assistive ICT facilities for staff and students with disabilities;
- (iii) To avail assistive technologies in appropriate locations; and
- (iv) To carry out regular ICT training as the need arises.

2.5 Governance and Management

The University recognizes that inclusive practice should be embedded in the culture of disability study and work environment. The University is an equal opportunity employer, change agent and policy maker who will provide guidance and support towards harnessing resources that specifically address the culture change to accommodate staff and students with disabilities.

2.5.1 Strategies

- (i) Demonstrate attainment of 5% percent appointment of persons with disabilities in the university;
- (ii) Encourage staff with disabilities to seek senior positions they are qualified for.
- (iii) Create equal opportunities during capacity building programmes for all members of the university including staff with disabilities.

2.6 Equity and Non-Discrimination

Staff and students with disability experience challenges while participating in the Kenyan labour market. They face many forms of discrimination in their work and study places. It is therefore imperative to understand the nature of barriers that Persons with Disabilities face in the work and study environment in Kenya, with a view of exploring ways of addressing those barriers and developing some recommendations for

improvement. The university will endeavour to eliminate all forms of discrimination in the workplace against all staff and students.

2.6.1 Strategies

- (i) Sensitize the staff members to give necessary and appropriate care and support to staff and students with disabilities.
- (ii) Develop mechanisms to ensure monitoring and evaluation of response to issues raised by staff and students with disabilities.
- (iii) Develop modalities to seek further support including funding for resource provision for staff and students with disabilities.

2.7 Work Environment

The university recognizes the role a supportive work environment plays towards the inclusion of all staff and enhancing productivity. Consequently, the university management shall endeavour to adapt the work environment to suit the needs of staff with disabilities.

2.7.1 Strategies

- (i) Avail well lit appropriate concrete pathways that are obstacle-free.
- (ii) Provide ramps and lifts where applicable to ease movement of staff with disabilities;
- (iii) Conduct regular accessibility audits on buildings, pathways and equipment.
- (iv) Modify doorways, washrooms and accommodation premises.
- (v) Modify equipment to suit users with a disability.
- (vi) Enforce the recommended etiquette for relating to persons with disabilities.
- (vii) Promote accessibility to facilities and services by offering transportation within the institution and from central accessible dropping and picking points.
- (viii) Include persons with disability in physical planning.

- (ix) Designate well-marked parking space for persons with disabilities where applicable.

2.8 Sexual Exploitation

The university recognizes that sexual harassment and exploitation undermines human dignity and idealism. Thus, the management of the university shall endeavour to protect staff with disabilities from sexual harassment and exploitation.

2.8.1 Strategies

- (i) Create awareness of sexual exploitation through regular seminars and workshops.
- (ii) Empowering persons with disability to be assertive, independent and self-reliant, through training in life skills, personal management and offering them economic opportunities.

2.9 Disability Responsive Health Services and HIV/AIDS

The university recognizes that health services are crucial for the well-being and productivity of all. Thus, the management will endeavour to ensure that all staff and students with disabilities is aware of the availability of health facilities in the university environment and can easily access them.

2.9.1 Strategies

- (i) Carry out regular health need assessment for all staff and students;
- (ii) Establish appropriate referral services for all staff and students;
- (iii) Offer seminars and short courses on reproductive health and HIV/AIDS to staff and students with disabilities;
- (iv) Train staff and student with disabilities on life skills; and
- (v) Manage disability-related sicknesses and absence.

2.10 Employment

The university recognizes that the principle of non-discrimination should be respected throughout the employment process, to ensure maximum benefit to the employer and equitable opportunities for candidates with disabilities. The university will endeavour to ensure that persons with disabilities have equal opportunities in the work place.

2.10.1 Strategies

- (i) Advertising job vacancies in a format accessible to persons with different disabilities;
- (ii) Ensuring that the workplace is accessible to persons with disability;
- (iii) Adjust the workstations and put in place the available technologies to maximize the contributions of workers with disabilities;
- (iv) Implement existing occupational safety and health standards in the workplace.

SECTION THREE

IMPLEMENTATION STRUCTURE

3.1 Introduction

The ultimate goal of this policy is to ensure that the university can sustain the provision of quality service despite the challenges encountered. The success of this policy will therefore depend on its effective implementation and a coordinated effort of stakeholders. The following components will form the implementation modalities:

3.2 Institutional Framework

An institutional framework is necessary for the implementation of the policy particularly with respect to human and financial resource management. This calls for a high level of commitment by the university in terms of the allocation of adequate resources for the disability mainstreaming programme in the annual budget. The Disability Mainstreaming Committee will comprise seven members appointed by the Vice Chancellor, among them, the Chairman, Secretary and Disability Mainstreaming Champion. The obligations of the committee shall be to:

- (i) Formulate guidelines on disability mainstreaming.
- (ii) Review the policy periodically.
- (iii) Sensitize and raise awareness on disability.
- (iv) Plan and budget for disability programs.
- (v) Play advisory role to the management on disability issues.
- (vi) Disseminate the disability policy.
- (vii) Monitor and evaluate disability programmes and activities.

The Vice-Chancellor, assisted by the DVC ASA; DVC AF; and the Disability Mainstreaming Committee, (DMC) will be responsible and accountable for implementing this policy and the development of appropriate programmes and practices in the study and workplace. She/he shall also take immediate and appropriate corrective action when provisions of this policy are violated.

3.3 Dissemination of the policy

The policy will be disseminated through workshops and seminar within the university. Policy booklets and brochures will be prepared and distributed to University staff and other stakeholders. The policy will be launched to serve as the initial forum for policy awareness.

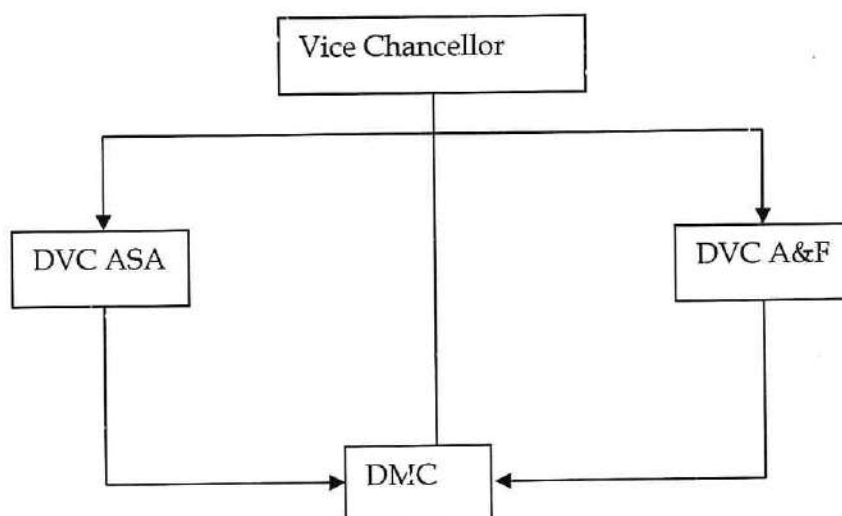
3.4 Monitoring and evaluation

In policy monitoring and evaluation three elements will be considered; policy maintenance, the keeping of policy once adopted; policy monitoring, the continuous tracking of activity implementation and progress; evaluation, the periodic exercise to objectively assess the relevance, efficiency, effectiveness, impact and sustainability of provisions. These elements are essential tools in ensuring accountability and informing decision-making.

3.5 Review of Policy

This Policy shall be reviewed in intervals of five (5) years or as need arises to ensure its continued application and relevance.

PROPOSED IMPLEMENTATION STRATEGY



APPENDIX 1: RISK MATRIX FOR DISABILITY MAINSTREAMING

S N	RISK EVENT	RISK FACTORS (CAUSES)	RISK EFFECTS	I V IV			MITIGATIO N MEASURES	KEY PERFORM ANCE INDICATO R	RESPONSIB ILITY	TIMEFR AME
				I	V	IV				
1	• Low level participation in University activities.	<ul style="list-style-type: none"> • Inaccessibility of products and services. • Inadequate funding for development 	<ul style="list-style-type: none"> • Negatively affect the quality of teaching and learning 	3	4	1 2	<ul style="list-style-type: none"> • Expansion of infrastructure to cater for the growing number of students • Lobby for increased budgetary allocation • Initiate an endowment fund to finance development e.t.c 	<ul style="list-style-type: none"> • Increased enrolment and completion rate of students 	<ul style="list-style-type: none"> • DVC (ASA) • DVC (AF) 	Continuous
	Inadequate integration in the general life of the university	Unavailability of assistive devices	Negatively affect performance and productivity				Lobby for increased budgetary allocation. Develop grant proposals for	Improved completion rate and work performance.	DVC ASA DVC A&F	Continuous

S/ N O	RISK EVENT	RISK FACTORS (CAUSES)	RISK EFFECTS	I	V	IV	MITIGATION N MEASURES	KEY PERFORM ANCE INDICATO R	RESPONSIB ILITY	TIMEFR AME
							funding			
3	Low self-esteem	Stigma and discrimination	Negatively affect academic performance and work output				Awareness raising workshops	Greater involvement in University activities. Improved academic performance	DVC ASA DVC A&F	Continuous
4	Inadequate policies and Legislations	Lack of good governance	Unemployment and lack of career progression				Developing and strengthening institutional governance Advocacy Implementation of policies and laws.	Meeting 5% employment requirement. Ring fencing some positions for PWDs	DVC ASA DVC A&F	Continuous